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ABSTRACT

This Child Development Associate (CDA) training module provides group management techniques for the CDA intern. Mastery of the material will enable the trainee to plan and carry out daily routines, scheduled activities, transitions, supervisory activities and to deal effectively with unexpected events. Instructional and behavioral objectives are provided. The teacher's materials include pre-test directions, activity lists, and directions for activities. The student's materials consist of pre- and post-tests, an activity list, directions and 10 lessons. A brief overview discusses the implementation of a preschool program. (Author/RH)

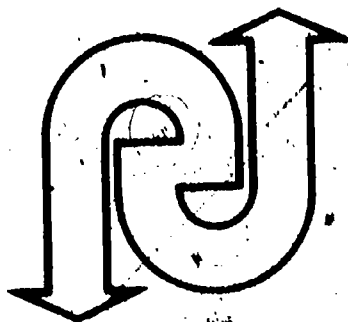
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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT VI IMPLEMENTING A PRESCHOOL PROGRAM

Unit Overview INTRODUCTION TO IMPLEMENTING A PRESCHOOL PROGRAM



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit VI

IMPLEMENTING A PRESCHOOL PROGRAM

Unit Overview

Project Director

Marcella Lingham

A Joint Project of: Community College of Philadelphia
Research For Better Schools, Inc.
School District of Philadelphia

Unit VI

Unit Overview

Resource Person Directions

PURPOSE OF THE ACTIVITY	EQUIPMENT AND MATERIALS	DIRECTIONS
To provide the trainee with an introduction to some basic knowledge and concepts about implementing a preschool program.	Activity Folder U7 - Overview	<ol style="list-style-type: none">1. Have trainees read the unit overview.2. Be available to answer questions.

Unit VI

Unit Overview

Trainee Directions

PURPOSE OF THE ACTIVITY	EQUIPMENT AND MATERIALS	DIRECTIONS
<p>To provide you with an introduction to some basic knowledge and concepts about implementing a preschool program.</p>	<p>Activity Folder U7 - Overview</p>	<p>1. Read the unit overview.</p>

Unit VI

Unit Overview

IMPLEMENTING A PRESCHOOL PROGRAM

This unit is about implementing a preschool program. It is about carrying out the overall program in a preschool. Carrying out the overall program in a preschool includes many things.

- . First, it includes having a schedule. This schedule should account for different kinds of experiences such as outdoor play, free play, lessons, activities, meals, rest time and toileting times.
- . Second, it includes planning for different kinds of group activities such as small group, large group, and total group participation.
- . Third, it includes planning for and managing daily routines.
- . Fourth, it includes working cooperatively with the staff in your classroom and in the rest of the center.
- . Fifth, it includes working cooperatively with parents.

Part of your job as a teacher is to do all of these things. In order to do all of these things, you must have the following skills:

- . The ability to plan routines and schedules; and
- . The ability to carry out in a smooth and easy way, the routines and schedules established for your classroom.

Teachers, also, need to work cooperatively with others, such as the staff, the parents, and people in the community. Working cooperatively with the center staff means sharing ideas and information so that children can have the best possible learning experiences. Working cooperatively with parents means

Unit VI

Unit Overview

helping them feel positive about school and helping them to understand that working with young children is a joint effort. Working cooperatively with people in the community means learning about and utilizing the resources in the community.

There are two modules in this unit. When you complete this unit, you will be able to carry out an overall program in a preschool.

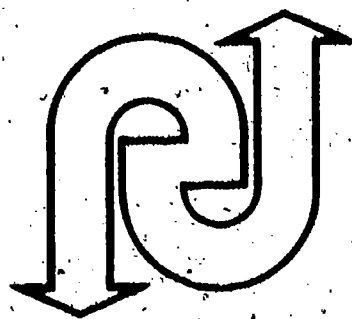
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CHILD-DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT VI IMPLEMENTING A PRESCHOOL PROGRAM

Module 1 MANAGING A PRESCHOOL CLASSROOM



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit VI

IMPLEMENTING A PRESCHOOL PROGRAM

Module 1

MANAGING A PRESCHOOL CLASSROOM

Product Developer

Terry Stern

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A Joint Project of: Community College of Philadelphia
Research For Better Schools, Inc.
School District of Philadelphia

Unit VI

Module 1

COMPETENCY

The trainee can demonstrate good group management techniques through the planning and implementing of daily routines and schedules, transitions, supervision and the handling of unexpected events.

INSTRUCTIONAL OBJECTIVES

Entry

The trainee will know what a schedule for a school day is.

The trainee will know what rules are needed to manage a preschool classroom.

The trainee will know what transitions are.

Intermediate

The trainee will know why a schedule is needed and how to plan and implement different kinds of schedules in order to manage a preschool classroom.

The trainee will know why rules are important and how to identify and set rules in order to manage a preschool classroom.

The trainee will know why transitions are important and how to plan for and implement transitions during a school day in order to manage a preschool classroom.

Mastery

The trainee will be able to plan and carry out with ease the daily routines, scheduled activities, transitions, supervision of all activities, and deal effectively with unexpected events in order to manage a preschool classroom.

Unit VI

Module 1

BEHAVIORAL OBJECTIVES

Entry

Given a set of exercises, the trainee can identify the basic elements of a schedule, teacher-made rules and rules made with children, and the basic elements of transitions with 85% accuracy.

Intermediate

Given an observational task, the trainee can identify, select and justify changes in a schedule and the kind of transitions in a preschool classroom with 85% accuracy.

Given a set of exercises, the trainee can identify, select and justify ways of supervising activities, planning for special occasions and dealing with unexpected events with 85% accuracy.

Mastery

Given a class of preschool children, the trainee can plan and implement the daily routines, scheduled activities, transitions, supervision and handle an unexpected event in order to ensure the management of the classroom with 85% accuracy.

Unit VI

Module 1

PRETEST

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.
2. Review the pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the cover sheet for this module.
2. Begin work on Activity 1.

Unit VI

Module 1

Trainee Directions

MODULE 1

MANAGING A PRESCHOOL CLASSROOM

TRAINEE

INSTRUCTOR

FIELD SUPERVISOR

How Many?

Class			Regularly Scheduled Class Day
Field		At Your Center	Time To Be Scheduled With The Field Supervisor

Unit VI

Module 1

PRETEST

Resource Person Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
<p>Answer Key For Part A</p>	<ol style="list-style-type: none">1. Read trainee directions for Part A and Part B of pretest.2. When trainee has finished Part A, use answer key to score this part of this pretest. Trainee must have a total score of 85 to go to Part B.3. Notify the Field Supervisor of trainees who do go on to Part B and give the trainees their answer sheets #1 and 2. Field Supervisor will notify you of trainees' performance in Part B.4. Trainee who successfully completes Part A and Part B of pretest has mastered out of the module. Have conference with trainee and determine which module trainee wants to do next.5. Trainee who is unsuccessful in Part A, have conference and review Part A with the individual and have him/her work in the module.6. Trainee who is unsuccessful in Part B, have conference and review Part B with the individual. Identify activities within module that trainee needs and have trainee do these activities and the mastery activity.

Unit VI

Module 1

PRETEST

Field Supervisor Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
<p>Activity 2</p> <p>Activity 5</p> <p>Activity 7</p>	<ol style="list-style-type: none"> 1. Read trainee directions for Part B. 2. Arrange with trainee a date for observation. 3. Prior to observation get answer sheets #1 and 2 from trainee. 4. Observe the trainee to determine: <ol style="list-style-type: none"> a. How well he/she carries out the schedule in the morning. (Use Activity 2 as a guide.) b. How he/she makes transitions from one activity to another. (Use Activity 5 as a guide.) c. How he/she supervises activities in the classroom. (Use Activity 7 as a guide.) d. How flexible he/she is with the schedule, if something unusual happens. <ol style="list-style-type: none"> • Do the following: Take along a toy, a rock or some object that will interest the children. After you have observed the trainee for 40 or 50 minutes, place the object where the children see it. Then, observe the trainee for this item.

Unit VI

Module 1

PRETEST

Field Supervisor Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
	<p>5. Trainee must be able to do all of Item 4 to master this part of the pretest. Each part is worth 25 points.</p> <p>6. Notify the Resource Person of trainee's score for Part B of pretest.</p>

Unit VI

Module 1

PRETEST

Resource Person Directions

ANSWER KEY

PART A

SECTION I

- | | |
|------|------|
| 1. F | 5. T |
| 2. F | 6. T |
| 3. T | 7. T |
| 4. F | 8. F |

*Score - 16 points (2 points for each correct item).

SECTION II

1. Answer Sheet #1.
 - a. The schedule should contain the following activities:
 1. Greeting time--in the morning when the children come to school.
 2. Time to get ready to go home--before the children leave.
 3. 2 snack times, 1 meal time (the meal can be breakfast or lunch).
 4. Wash up times before and after meals and snacks.
 5. Rest time.

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Module 1

Resource Person Directions

Pretest (Continued)

ANSWER KEY

6. Free play time. (You may want to have two free play times if the day is long.)
7. Circle time.
8. Story time.
9. Gross motor development time (during warm weather, this would be outdoor play time).
10. Formal learning time.

*Score - 10 points (no partial credit).

b. The activities listed should conform to the following rules:

1. Activities that keep the children sitting should last no more than 15 minutes.
2. Two quiet activities should not be right next to each other on the schedule.
3. Two very active activities should not be right next to each other on the schedule.

*Score - 10 points (no partial credit).

c. The amount of time allocated for transitions should be reasonable to you.

*Score - 10 points (no partial credit).

Unit VI

Module 1

Resource Person Directions

Pretest (Continued)

ANSWER KEY

2. Answer Sheet #2.

- a. Review the floor plan with the schedule, Answer Sheet #1, to make sure that the trainee will be able to see almost everything that is going on in the classroom for each activity on the schedule.

*Score - 15 points (no partial credit).

- b. Select five activities from the schedule, Answer Sheet #1, and have trainee answer the following questions for each based on the floor plan:

1. Why is the place selected a good place to be?
2. What parts of the room will you be able to see from that place?
3. What parts of the room will you not be able to see from that place?
4. What would you do to supervise any children you could not see?

Trainee's answer should show understanding of supervision of classroom activities.

*Score - 25 points (5 points for each activity for which the trainee correctly answers the questions).

Unit VI

Module 1

Resource Person Directions

Pretest (Continued)

ANSWER KEY

3. Answer Sheet #3.

- a. The activities selected to be changed should be those that occur at and after 9:30 a.m.
- b. The reasons and the changes made should show an understanding of the summary section of Activity 8.

*Score - 14 points (no partial credit).

PART B

See Field Supervisor Directions for pretest.

Unit VI

Module 1

NAME: _____

DATE: _____

PLACEMENT TEST

Time Started: _____

Time Finished: _____

Mastery: _____

No Mastery: _____

Resource Person: _____

Unit VI

Module 1

PRETEST

Trainee Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
Activity Folder UIV-M2-PT	<ol style="list-style-type: none">1. Read the directions and complete Part A of the pretest.)2. Give your pretest to your Resource Person when you have finished.3. You have 3 hours to complete Part A of the pretest.4. If your Resource Person tells you to do so, go on to Part B of the pretest. You have ten days to complete this part.

Unit VI

Module 1

PRETEST

PART A

SECTION I

Directions.

Here is a group of sentences. Read each sentence and decide if it is True or False. If the sentence is True, place a "T" in the blank to the left of the sentence. If the sentence is False, place an "F" in the blank to the left of the sentence.

- _____ 1. The best way to supervise classroom activities is to always sit or stand near or in the center of the room.
- _____ 2. Rules are made in a classroom in order to make children behave.
- _____ 3. Making rules and schedules are important parts of group management.
- _____ 4. Making a schedule for a school day has to do only with deciding what activities you will use during a school day.
- _____ 5. Group management, in a preschool, has to do with planning for a class of preschool children.
- _____ 6. When planning a schedule, it is important to plan for how you are going to move from one activity to another.
- _____ 7. A schedule is important because children need order in their lives.

Pretest (Continued)

8. Planning for transitions is important only when it has to do with lunch time, rest time and outdoor play time.

SECTION II

Read each item and write your answers on the answer sheet.

1. On Answer Sheet #1, "Schedule For A School Day", you are to do the following things:
 - A. Make up a schedule for a school day.
 1. Write the name of one activity you would have on your schedule in each activity block.
 2. Write the names of the activities, in the activity blocks, in the order that you would have them during the school day.
For example, if "Greeting Time" is the first activity of the day, you would write it in activity block #1.

Activity 1 Greeting Time	Activity 6	Activity 11
--------------------------------	------------	-------------

3. In each activity block, where it says "Time", write how much time each activity will take.

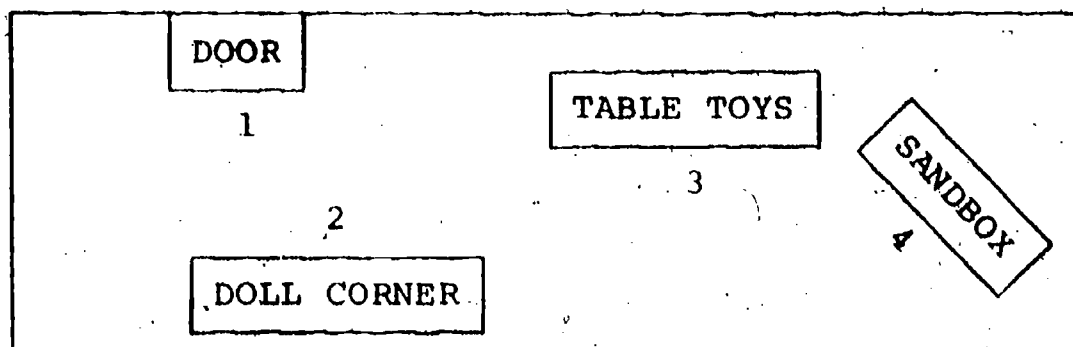
Unit VI

Module 1

Pretest (Continued)

4. In each activity block, where it says "Transition", write how much time you will leave for transition from one activity to another.
2. On Answer Sheet #2, do the following:
 - A. Make up a floor plan of your classroom.
 - B. On your floor plan, show where you will be for each activity on Answer Sheet #1. Show where you will be by putting the number of the activity on the floor plan.

Example:



3. On Answer Sheet #3, do the following:

Write down which activities on your schedule, Answer Sheet #1, you would change and how you would change them if a parent came to school with a new baby at 9:30 a.m.

When you have finished Part A, give it to your Resource Person. Do not go on to Part B until your Resource Person tells you to do so.

Unit VI

Module 1

Answer Sheet #1

SCHEDULE FOR A SCHOOL DAY

Pretest (Continued)

Activity 1	Activity 6	Activity 11
Transition Time: Total Time:	Transition Time: Total Time:	Transition Time: Total Time:
Activity 2	Activity 7	Activity 12
Transition Time: Total Time:	Transition Time: Total Time:	Transition Time: Total Time:
Activity 3	Activity 8	Activity 13
Transition Time: Total Time:	Transition Time: Total Time:	Transition Time: Total Time:
Activity 4	Activity 9	Activity 14
Transition Time: Total Time:	Transition Time: Total Time:	Transition Time: Total Time:
Activity 5	Activity 10	Activity 15
Transition Time: Total Time:	Transition Time: Total Time:	Transition Time: Total Time:

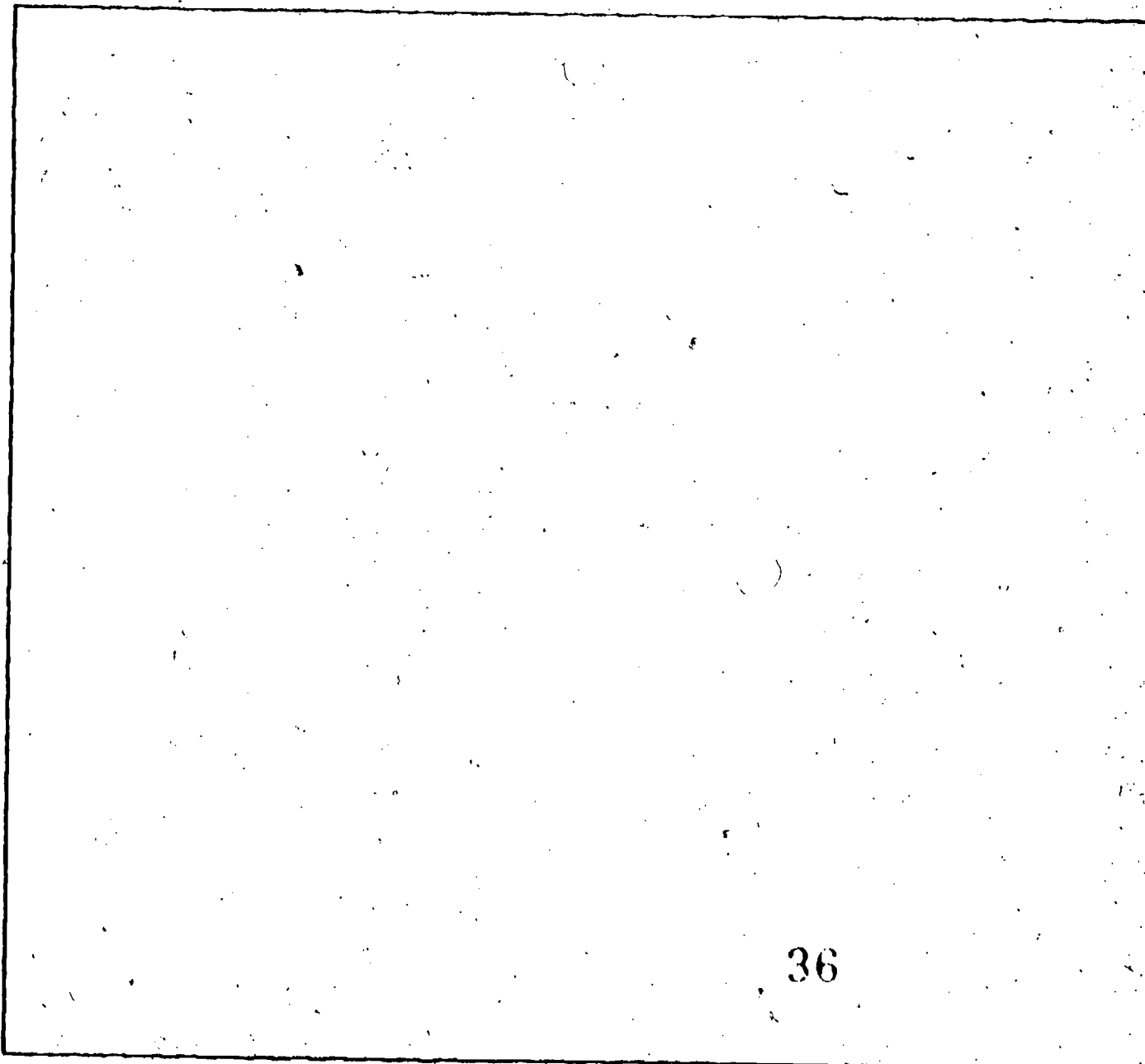
Unit VI

Module 1

Answer Sheet #2

Pretest (Continued)

FLOOR PLAN FOR YOUR CLASSROOM



Unit VI

Module 1

Answer Sheet #3

Pretest (Continued)

I would change Activity # , , and because _____

I would have the following activities instead: _____

I would keep the activities below but I would use the following activities instead:

Activities I would keep

Activities during that time

Unit VI

Module 1

PRETEST

PART B

This part of your pretest is to be done in your center. You will have ten days to complete this part of the pretest.

You will need the following things from Part A of your pretest:

1. your schedule, Answer Sheet #1;
2. your floor plan, Answer Sheet #2.

You will be observed by your Field Supervisor for one morning in your classroom. Your Field Supervisor will look for:

1. how well you carry out your schedule for the morning;
2. how you make transitions from one activity to another;
3. how you supervise activities in your classroom;
4. how flexible you are with your schedule, if something unusual happens.

When your Field Supervisor comes to observe you, give her Answer Sheets #1 and 2 before she observes.

Unit VI

Module 1

RESOURCE PERSON AND FIELD SUPERVISOR ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1. Module Introduction	I	Activity Folder UVI-M1-A1
2. Planning A Schedule For The School Day	I	Activity Folder UVI-M1-A2 Scissors
3. Setting Up Rules For Having Things Run Smoothly	I	Activity Folder UVI-M1-A3
4. How To Make Rules With Children	I	Activity Folder UVI-M1-A4 Answer Key
5. Transitions: Getting From One Activity To Another	I	Activity Folder UVI-M1-A5
6. Field Activity: Observing Schedules And Transitions At Your Center	I	Activity Folder UVI-M1-A6
7. Supervising Classroom Activities	I	Activity Folder UVI-M1-A7
8. Making Your Schedule Flexible	I	Activity Folder UVI-M1-A8
9. Planning For Special Occasions	I	Activity Folder UVI-M1-A9
10. Mastery	I	Activity Folder UVI-M1-A10

Unit VI

Module 1

Resource Person Directions For Activities

ACTIVITY	DIRECTIONS
1. Module Introduction	Be available to answer questions.
2. Planning A Schedule For The School Day	1. Review the activity. 2. Go over the trainees' schedule with them.
3. Setting Up Rules For Having Things Run Smoothly	1. Review the activity. 2. Go over the exercise with each trainee.
4. How To Make Rules With Children	1. Review the activity. 2. Be available to answer questions. 3. Have answer key available for trainees.
5. Transitions: Getting From One Activity To Another	1. Review the activity. 2. Be available to answer questions. 3. Go over the trainees' transition plans.
6. Field Activity: Observing Schedules And Transitions At Your Center	None; See Field Supervisor Directions.

Unit VI

Module 1

Resource Person Directions For Activities

ACTIVITY	DIRECTIONS
7. Supervising Classroom Activities	<ol style="list-style-type: none"> 1. Review the activity. 2. Be available to answer questions. 3. Go over with each trainee the floor plan and his/her reasons for being in a certain place for each activity.
8. Making Your Schedule Flexible	<ol style="list-style-type: none"> 1. Review the activity. 2. Be available to answer questions. 3. Go over the exercise with each trainee.
9. Planning For Special Occasions	<ol style="list-style-type: none"> 1. Review the activity. 2. Be available to answer questions. 3. Go over the exercise with each trainee. The schedule should have the same format as the one in Activity 2.
10. Mastery	None; See Field Supervisor Directions.

Unit VI

Module 1

Resource Person Directions For Activities

Activity 4: Answer Key

- x A child leaves blocks in the middle of the floor and another child trips over them.
- One child throws a doll at another.
- x One child grabs a toy truck from another child.
- A child is hurt on the playground because another child came down the sliding board too fast.
- A child does not want to lie down during rest time.
- x One child stays on the tricycle for a long time, even though other children want to use it.
- x One child takes a doll and puts it in a place where it's not supposed to be. Another child wants to play with the doll, but can't find it.
- A child doesn't want to sit down to eat during meal time.
- A child is running in the hall. He trips and falls into another child.
- x Two children are building something with blocks. Another child comes and takes some of the blocks they are using. He takes them because he wants to build something, too.

Unit VI

Module 1

Field Supervisor Directions For Field Activities

ACTIVITY	PURPOSE(S)	PROCEDURES
<p>6 Field Activity - Observing Schedules And Transitions At Your Center</p>	<p>To have trainees apply their knowledge of schedules and transitions in order to manage a preschool classroom.</p>	<ol style="list-style-type: none"> 1. Review this activity and Activities 2, 3, 4 and 5. 2. Meet with trainee and go over the following: <ol style="list-style-type: none"> A. the observation sheet; B. the transition record; C. the question sheet; D. the change in schedule sheet. 3. Trainee should be able to apply the knowledge learned in previous activities about schedules and transitions. 4. Trainee has satisfactorily completed this activity; if all sheets are filled out correctly and he/she can demonstrate knowledge of schedules and transitions.

Unit VI

Module 1

Field Supervisor Directions For Field Activities

ACTIVITY	PURPOSE (S)	PROCEDURES
		<p>5. If trainee demonstrates a lack of knowledge of schedules and/or transition, have the trainee reread Activities 2, 3, 4 and 5. Then have the trainee repeat this activity.</p>
<p>10 Mastery</p>	<p>To have the trainees plan and carry out the scheduled activities, transitions, supervision of all activities and deal with an unexpected event in order to manage a preschool classroom.</p>	<ol style="list-style-type: none"> 1. Review this activity and Activities 7, 8 and 9. 2. Prior to observation of the trainee, meet with him/her and review the schedule. The schedule should have the same format as the sample in Activity 2. 3. Set a date with the trainee to observe the following: <ol style="list-style-type: none"> A. how well the trainee carries out the schedule in the morning; B. how transitions are made from one activity to another; C. how well the trainee supervises activities in the classroom; D. how well a trainee handles a rule-making situation (if a situation occurs);

Unit VI

Module 1

Field Supervisor Directions For Field Activities

ACTIVITY	PURPOSE(S)	PROCEDURES
50		<p>E. how flexible the trainee is with the schedule.</p> <p>4. To implement Item 3.E., take along a toy, a rock or some object that will interest the children. After you have observed the trainee for 40 or 50 minutes, place the object where the children will see it. Then, observe the trainee for Item 3.E.</p> <p>5. Trainee has achieved mastery, if he/she can execute all the items in Step 4 with 85% accuracy.</p> <p>6. If trainee does not achieve mastery, help trainee identify the problem and have trainee repeat that portion of the activity.</p> <p>51</p>

Unit VI

Module 1

TRAINEE ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1. Module Introduction	I	Activity Folder UVI-M1-A1
2. Planning A Schedule For The School Day	I	Activity Folder UVI-M1-A2 Scissors
3. Setting Up Rules For Having Things Run Smoothly	I	Activity Folder UVI-M1-A3
4. How To Make Rules With Children	I	Activity Folder UVI-M1-A4 Answer Key
5. Transitions: Getting From One Activity To Another	I	Activity Folder UVI-M1-A5
6. Field Activity: Observing Schedules And Transitions At Your Center	I	Activity Folder UVI-M1-A6
7. Supervising Classroom Activities	I	Activity Folder UVI-M1-A7
8. Making Your Schedule Flexible	I	Activity Folder UVI-M1-A8
9. Planning For Special Occasions	I	Activity Folder UVI-M1-A9
10. Mastery	I	Activity Folder UVI-M1-A10

Unit VI

Module 1

Trainee Directions For Activities

ACTIVITY	DIRECTIONS
1. Module Introduction	Read the activity by yourself. If you have any questions, ask your Resource Person.
2. Planning A Schedule For The Preschool Day	Read the activity and do the exercise.
3. Setting Up Rules For Having Things Run Smoothly	Read the activity and do the exercise.
4. How To Make Rules With Children	Read the activity and follow the directions.
5. Transitions: Getting From One Activity To Another	Read the activity and follow the directions.
6. Field Activity: Observing Schedules And Transitions At Your Center	Read the activity and follow the directions.
7. Supervising Classroom Activities	Read the activity and do the exercise.
8. Making Your Schedule Flexible	Read the activity and do the exercise.
9. Planning For Special Occasions	Read the activity and do the exercise.
10. Mastery	Read the activity carefully and follow the directions.

Unit VI

Module 1

ACTIVITY 1

MODULE INTRODUCTION

In this module, you will learn about GROUP MANAGEMENT. GROUP MANAGEMENT is a very simple thing. GROUP MANAGEMENT has to do with planning for a group of people, such as a class of preschool children. You already know that you have to make very careful plans in order to teach preschool children. You have to plan for the things children need.

You have to plan things to help a child with his
SOCIALIZING.

You have to plan things to help a child with his THINKING.

You have to plan things to help a child with his MOTOR
DEVELOPMENT.

You have to plan for a child's NUTRITION.

You have to plan for a child's SAFETY.

You have to plan to help a child learn about his FEELINGS.

You have to make plans for all of these things. But how do you take all your plans and put them together? How do you put all your plans together to make one big plan for a whole day? How do you make a schedule for the school day? If you make a poor schedule, the lessons and activities you planned will not work well. You have to know how to make a good schedule.

You also have to know how to make rules for the children in your classroom. If you have good rules, the children in your class will learn better. But it is important to know how to make good rules.

Learning how to make schedules is part of GROUP MANAGEMENT.

Learning how to make rules is part of GROUP MANAGEMENT.

This module will teach you about GROUP MANAGEMENT.

Unit VI

Module 1

ACTIVITY 2

PLANNING A SCHEDULE FOR THE SCHOOL DAY

In order to make sure you meet the needs of the children in your class, you must plan a schedule for the school day.

Making a schedule for a school day is different from deciding what lessons and activities you will use during a school day. Making a schedule for the school day means that you are setting aside blocks of time for certain types of activities. For example, you would probably have a block of time set aside for "story time". You would write down "story time" on your schedule, but you would not write in which story you want to read because you will be reading many different stories during story time. This is not a schedule for one certain day. It is a schedule for how each day will go for the whole school year.

WHY DO YOU HAVE TO MAKE OUT THIS KIND OF A SCHEDULE?

You have to make this kind of a schedule because children need order in their lives. They like to have one day be the same as another. They like to know what they are supposed to do and when they are supposed to do it. You make this kind of a schedule so that the children in your class will know that every day, when they come to school, certain things will happen. The children will also know that things will happen the same way today as they did yesterday.

You have to make out this kind of schedule because you know that there are some things children need to do every day. You know that children need to eat often. You know that children need to rest. You make this kind of schedule so that you know the children will get enough time to eat. You make this kind of

Unit VI

Module 1

Activity 2 (Continued)

schedule so that you know the children will have enough time to rest.

WHAT SHOULD BE ON YOUR SCHEDULE?

Here is a list of activities that should be on your schedule for the day:

1. Greeting time--in the morning when the children come to school.
2. Time to get ready to go home--before the children leave.
3. 2 snack times, 1 meal time (the meal can be breakfast or lunch).
4. Wash up times before and after meals and snacks.
5. Rest time.
6. Free play time. (You may want to have two free play times if the day is long.)
7. Circle time.
8. Story time.
9. Gross motor development time (during warm weather, this would be outdoor play time).
10. Formal learning time.

This list is not in order. As a teacher, it is up to you to arrange these activities to help children learn best.

HOW SHOULD YOU PUT YOUR SCHEDULE TOGETHER?

Here are three rules about how to put your schedule together.

1. Activities that keep the children sitting still should be short. They should last no more than 15 minutes. After sitting still for 15 minutes, a child gets restless.

Unit VI

Module 1

Activity 2 (Continued)

2. Do not put two quiet activities right next to each other on your schedule. For example, do not put circle time just before the formal learning time. Putting two quiet activities next to each other is like having one long quiet activity. The children will not be able to sit still. They will get restless.
3. Do not put two very active activities right next to each other on your schedule. A child does not have enough energy to stay very active for too long.

EXERCISE

Now you know what activities to put on your schedule. You also know how to put them together and how not to put them together. For this exercise, you will practice making a schedule for the school day.

There are two sheets of paper with this activity. Sheet #1 is called "Schedule For a School Day". It is divided into 15 blocks. Each block is numbered.

Sheet #2 is also divided into 15 blocks. These blocks are smaller. Following the lines drawn on the sheet, you should cut it up into 15 parts. This will give you 15 activity blocks. Do the following things with your activity blocks:

1. On each activity block, write the name of one activity you will have on your schedule. For example: "Greeting time" or "Free play time".
2. Paste the activity blocks onto the schedule sheet, (Sheet #1). Paste them in the way the activities are

Unit VI

Module 1

Activity 2 (Continued)

numbered. Activity 1 should be the first thing you do during the day. Activity 2 should be the second thing you do, and so on.

3. In the activity block, where it says "Time:", write down how much time you think the activity will take.
4. Fill in the spaces at the top of the schedule sheet. You will have to write down when the children arrive at school and when they leave. Then you will have to figure out how many hours the children spend at school.
5. Add up all the times on your activity blocks. Check to make sure the amount of time you have scheduled for activities is the same as the amount of time the children spend in school.

When you have finished, have your Resource Person check your schedule. If she says the schedule is okay, go on to the next activity.

Unit VI

Module 1

Activity 2 (Continued)

SCHEDULE FOR A SCHOOL DAY

Sheet #1

TOTAL TIME SPENT IN SCHOOL: _____

Children arrive: _____

Children leave: _____

Activity 1	Activity 6	Activity 11
Activity 2	Activity 7	Activity 12
Activity 3	Activity 8	Activity 13
Activity 4	Activity 9	Activity 14
Activity 5	Activity 10	Activity 15

Unit VI

Module 1

Activity 2 (Continued)

SCHEDULE FOR A SCHOOL DAY

Sheet #2

DIRECTIONS: CUT THIS PAGE UP INTO 15 BLOCKS. CUT ALONG THE LINES.

Title: Time:	Title: Time:	Title: Time:
Title: Time:	Title: Time:	Title: Time:
Title: Time:	Title: Time:	Title: Time:
Title: Time:	Title: Time:	Title: Time:
Title: Time:	Title: Time:	Title: Time:

ACTIVITY 3

SETTING UP RULES FOR HAVING THINGS RUN SMOOTHLY

The most important thing about rules is that they should not be made to punish children. This is very important. RULES ARE NOT FOR PUNISHMENT. RULES ARE MADE SO THINGS WILL RUN SMOOTHLY. Rules are not made to make children behave. Rules are made to help the children in your class get along with each other. Rules are also made to help make sure no child in your class will get hurt.

There are two kinds of rules you can have in your classroom:

1. THE RULES YOU MAKE UP BY YOURSELF. These rules are about safety. For example, you would have to make up rules about things children are allowed to do on playground equipment. Or you might have to make rules about other special equipment that might be dangerous to children if not used right. You also make up the rules about what to wear when the children go outside. ANY RULES THAT PROTECT A CHILD'S HEALTH OR SAFETY, YOU MUST MAKE UP BY YOURSELF.
2. RULES YOU MAKE UP WITH THE CHILDREN. These are rules about how to get along in the classroom. For example, you might have the children help make up rules about cleaning up. The children could help make up rules about watering plants. They might help make rules about how to sit quietly and how to ask questions. Children learn a lot by helping make up the rules they are supposed to follow. They learn how to get along with each other. It is also more likely that they will follow the rules if they helped to make them up. ANY

Unit VI

Module 1

Activity 3 (Continued)

RULES THAT HAVE TO DO WITH HOW THE CHILDREN GET ALONG WITH EACH OTHER CAN BE MADE UP WITH THE HELP OF THE CHILDREN.

EXERCISE

Here is a list of rules you might have in your classroom. Some of these are rules you would have to make up by yourself. These are rules about things that protect a child's health and safety.

Some of these are rules you should make up with the help of the children. These are rules that tell children how to get along with each other.

The two kinds of rules are mixed up in the list. You will have to tell which kind of rules they are.

Beside each rule, there is a space. In that space, you will write down which kind you think it is.

- . If you think it is a rule the teacher should make up by herself, write the letter "T" in the space.
- . If you think it is a rule that children could help make up, write the letter "C" in the space.

EXAMPLES: Write answers for these two rules in the spaces next to the rules.

1. _____ No one should be outside playing if a teacher is not there.
2. _____ We should not throw food at each other.

Unit VI

Module 1

Activity 3 (Continued)

The first rule has to do with a child's safety. If a child is playing in the playground, he might get hurt if there is no one there to watch him. So this rule should be made up by the teacher. Your answer should look like this:

1. T No one should be outside playing if a teacher is not there.

You write the letter "T" in the space to show that this is a rule that the teacher should make up.

The second rule has to do with the way children get along with each other. So this rule could be made up with the help of the children. Your answer should look like this:

2. C We should not throw food at each other.

You write the letter "C" in the space to show that this rule could be made up with the help of the children.

EXERCISE: Which rules should be made by the teacher? Which rules can be made with the help of the children?

1. Do not throw blocks or toys.
2. Raise your hand before you ask a question.
3. Do not run in the hall.
4. Children should be sitting so they all can see the pictures in the book.
5. Everyone must wash their hands before eating.
6. Everyone must rest during rest time. No one is excused.

Unit VI

Module 1

Activity 3 (Continued)

7. _____ Clean up and put away toys after you use them so someone else can use them after you.
8. _____ Do not grab a toy that someone else is playing with.
9. _____ Everyone must be sitting at the table during meals and snacks. No one is excused.
10. _____ Do not slide down the sliding board until the person in front of you is all the way off.
11. _____ Do not leave toys in the middle of the floor because they can get in someone else's way.
12. _____ Take turns with toys.
13. _____ Plants in the classroom have to be watered every day.
14. _____ If we go outside after it has been raining, everyone must wear boots.
15. _____ Everyone must be quiet during circle time.

When you finish, check your answers. While you check your answers, remember this: ONLY RULES THAT PROTECT A CHILD'S HEALTH AND SAFETY HAVE TO BE MADE BY THE TEACHER. ALL OTHER RULES CAN BE MADE WITH THE HELP OF THE CHILDREN.

After you have checked your answers, show this exercise to your Resource Person. If your Resource Person says it is okay, go on to the next activity.

Unit VI

Module 1

Activity 3 (Continued)

ANSWER KEY

1. T Do not throw blocks or toys.
2. C Raise your hand before you ask a question.
3. T Do not run in the hall.
4. C Children should be sitting so they all can see the pictures in the book.
5. T Everyone must wash their hands before eating.
6. T Everyone must rest during rest time. No one is excused.
7. C Clean up and put away toys after you use them so someone else can use them after you.
8. C Do not grab a toy that someone else is playing with.
9. T Everyone must be sitting at the table during meals and snacks. No one is excused.
10. T Do not slide down the sliding board until the person in front of you is all the way off.
11. C Do not leave toys in the middle of the floor because they can get in someone else's way.
12. C Take turns with toys.
13. C Plants in the classroom have to be watered every day.
14. T If we go outside after it has been raining, everyone must wear boots.
15. C Everyone must be quiet during circle time.

If you had trouble with any of the rules, turn the page and read the reason why the rule should be made by the teacher or with the help of the children.

Unit VI

Module 1

Activity 3 (Continued)

EXPLANATION OF ANSWERS FOR TRAINEES WHO HAVE TROUBLE

1. Throwing blocks or toys has to do with the safety of the children. This rule should be made up by the teacher.
2. A child learns to cooperate with other children when he learns to raise his hand before speaking. He learns that he has to wait for his turn. This rule has to do with how children get along with each other. It should be made with the help of the children.
3. This has to do with a child's safety. This rule should be made by the teacher.
4. This rule teaches children to be considerate of each other. It teaches them how to get along with each other. It teaches them to cooperate. It should be made with the help of the children.
5. This rule has to do with a child's health. This rule should be made by the teacher.
6. This rule has to do with a child's health. This rule should be made by the teacher.
7. This rule teaches children to cooperate with each other. It should be made with the help of the children.
8. This rule teaches children to cooperate with each other. It should be made with the help of the children.
9. This has to do with a child's health. This rule should be made by the teacher.
10. This has to do with a child's safety on the playground. This rule should be made by the teacher.

Unit VI

Module 1

Activity 3 (Continued)

11. This rule teaches children to be considerate of each other. It teaches them to get along with each other. It should be made with the help of the children.
12. This rule teaches children to cooperate. It should be made with the help of the children.
13. This rule teaches a child that he must be responsible. This rule should be made with the help of the children.
14. This has to do with a child's health. This rule should be made by the teacher.
15. This rule teaches children consideration and cooperation. Everyone must be quiet at circle time so that other people can hear what is going on. This rule should be made with the help of the children.

ACTIVITY 4

HOW TO MAKE RULES WITH CHILDREN

As a teacher, it will be very good for you to have children help make the rules for your classroom. Making up rules helps children learn how to get along with each other and how to cooperate.

You should try to have children help make as many rules as possible. ONLY RULES THAT DEAL DIRECTLY WITH A CHILD'S HEALTH AND SAFETY HAVE TO BE MADE BY YOU ALONE. Children can help make up all other kinds of rules.

But you can not just sit down with a group of children and say to them, "Okay, let us make up some rules now." They will not understand. Rules that will interest the children most are rules about things that happen in school. For example, if you have any pet animals in your classroom, you and the children can make up rules about how to treat them. You can make up rules about when and how to feed the pets. You can make up rules about when and how to take the pets out of their cages. Or you can make a rule that the pets may not be taken out of their cages. Or you can make a rule about how you hold pets. Children could help make up all these rules.

Children should also help make up rules about how to get along with each other. In order for them to do this, you have to learn to spot rule-making situations. A rule-making situation is something that happens in your class. Usually it happens between two children. And it usually happens when two children have trouble getting along in some way. Or it can happen if one child is not considerate.

Unit VI

Module 1

Activity 4 (Continued)

For example: Two children fighting over a tricycle is a good rule-making situation. This is what you would do to have the children make a rule about using the tricycle:

1. First of all, you would talk to the two children who were fighting. You would calm them. You would help them see that each of them should have a turn on the tricycle.
2. Later on, at circle time, or story time, or whenever all the children sit together in a group, you would have a discussion about what happened. You could say, "Something very interesting happened with the tricycle today." And then, you would ask one of the children involved if he would like to tell about it. If neither of them want to tell about it, you should tell what happened, and then you should ask, "Do you think there is anything we can do so this will not happen again? Can we make up a rule about using the tricycle?" Then let the children make up the rule. If the children can not make up the rule, then you suggest it.

Here is a list of things that might happen in your classroom. Five of these things are good rule-making situations. See if you can pick them out. Mark an "X" by the ones you pick.

☐ A child leaves blocks in the middle of the floor and another child trips over them.

☒ One child throws a doll at another.

☒ One child grabs a toy truck from another child.

Unit VI

Module 1

Activity 4 (Continued)

_____ A child is hurt on the playground because another child came down the sliding board too fast.

_____ A child does not want to lie down during rest time.

_____ One child stays on the tricycle for a long time, even though other children want to use it.

7 _____ One child takes a doll and puts it in a place where it is not supposed to be. Another child wants to play with the doll, but can not find it.

_____ A child does not want to sit down to eat during meal time.

_____ A child is running in the hall. He trips and falls into another child.

_____ Two children are building something with blocks. Another child comes and takes some of the blocks they are using. He takes them because he wants to build something, too.

When you have finished, your Resource Person will give you the answer key. Check your answers. If you got more than three wrong, see your Resource Person.

Choose one of the five rule-making situations from the list you have just finished. On this sheet, write down which situation you picked, and then answer the questions about it.

SITUATION: _____

Unit VI

Module 1

Activity 4 (Continued)

WHAT WOULD YOU DO WHILE IT WAS HAPPENING? _____

WHEN WOULD YOU TALK TO THE WHOLE CLASS ABOUT IT? _____

WHAT WOULD YOU SAY TO THE CLASS? _____

WHAT RULE WOULD YOU LIKE THE CHILDREN TO MAKE ABOUT IT? _____

SOMETHING IMPORTANT TO REMEMBER ABOUT MAKING RULES

Children like to obey rules. They like to know what they are supposed to do. They like to know what they are not allowed to do.

But a child can not understand too many rules at once. Too many new rules are confusing to a child.

Unit VI

Module 1

Activity 4 (Continued)

At the beginning of the school year, the only rules in your class should be the rules you make up yourself. Do not let the children help make rules at the very beginning of the school year. Let them get used to the rules you made.

When the children are used to the rules you made, they can start making rules for themselves.

New rules should be made slowly. Do not make a new rule every day, even if you have a good rule-making situation every day. Give the children time to get used to each new rule that is made.

And remember: RULES ARE NOT MADE TO PUNISH CHILDREN. RULES ARE MADE TO HELP CHILDREN GET ALONG. RULES ARE MADE TO PROTECT CHILDREN. NEW RULES SHOULD NOT BE MADE SO THAT ONE OR TWO CHILDREN CAN BE PUNISHED. RULES ARE NOT MADE TO PUNISH CHILDREN.

Unit VI

Module 1

ACTIVITY 5

TRANSITIONS: GETTING FROM ONE ACTIVITY TO ANOTHER

As a teacher, you must plan how you are going to move from one activity to another. You must plan time for cleaning up after an activity is over. You must plan time for setting up before an activity begins.

It is very important to plan time for this. Children like to finish what they start. It is good for them to be able to finish things they work on. If you plan time for transition, you will be able to warn children to finish what they are doing. It is good to give children time to finish and clean up before going on to the next activity.

In order to plan time for transitions, you must know which part of your room will be used for each activity. You must know where you want the children to go. You must know when you want them to get there. This is an important part of planning.

For this activity, you will use the schedule you made up in Activity 2. At the bottom right hand corner of each activity block on your schedule, you wrote down how much time the activity would take. Now, on the bottom-left hand corner of each activity block, write down how much time you will take to move from that activity to the next activity.

For example: You have 1 hour scheduled for rest time. How much time do you think it would take you to get the children up, put their cots away, and get ready for the next activity? Let us say you decide it will take you 15 minutes to get the children

Unit VI

Module 1

Activity 5 (Continued)

up and get ready for the next activity. You would write 15 minutes in the bottom left corner of that activity block, so that it would look like this:

Rest	
	Time: 1 hour
Transition 15 minutes.	

For each activity on your schedule, figure out how much time you will need to clean up and get ready for the next activity. Write the amount of time in the bottom left hand corner of each block.

On Page 29, write down what you will do during your transition time to get ready for the next activity. All the activities on your schedule are numbered. Write a transition plan for each number. Next, draw a floor plan for your classroom at your center. Use the sheet on Page 30. Using the numbers on your schedule, show where each activity will take place in your classroom. Write the number of the activity in the place where you would want it to take place. For example, if you wanted Activity 3 to take place in the doll corner, you would write the number 3 in the space on your floor plan where the doll corner is. Show where each activity would take place. You may have an activity that takes place outside the classroom. Or you may have an activity that takes place in more than one area

Unit VI

Module 1

Activity 5 (Continued)

of the classroom. If this happens, write the number of the activity at the bottom of your floor plan. Then write where the activity will take place.

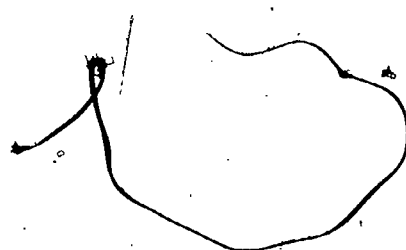
When you have finished, show your transition plans to your Resource Person. If your Resource Person okays your plans, go on to the next activity.

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Module 1

Activity 5 (Continued)

TRANSITION PLANS

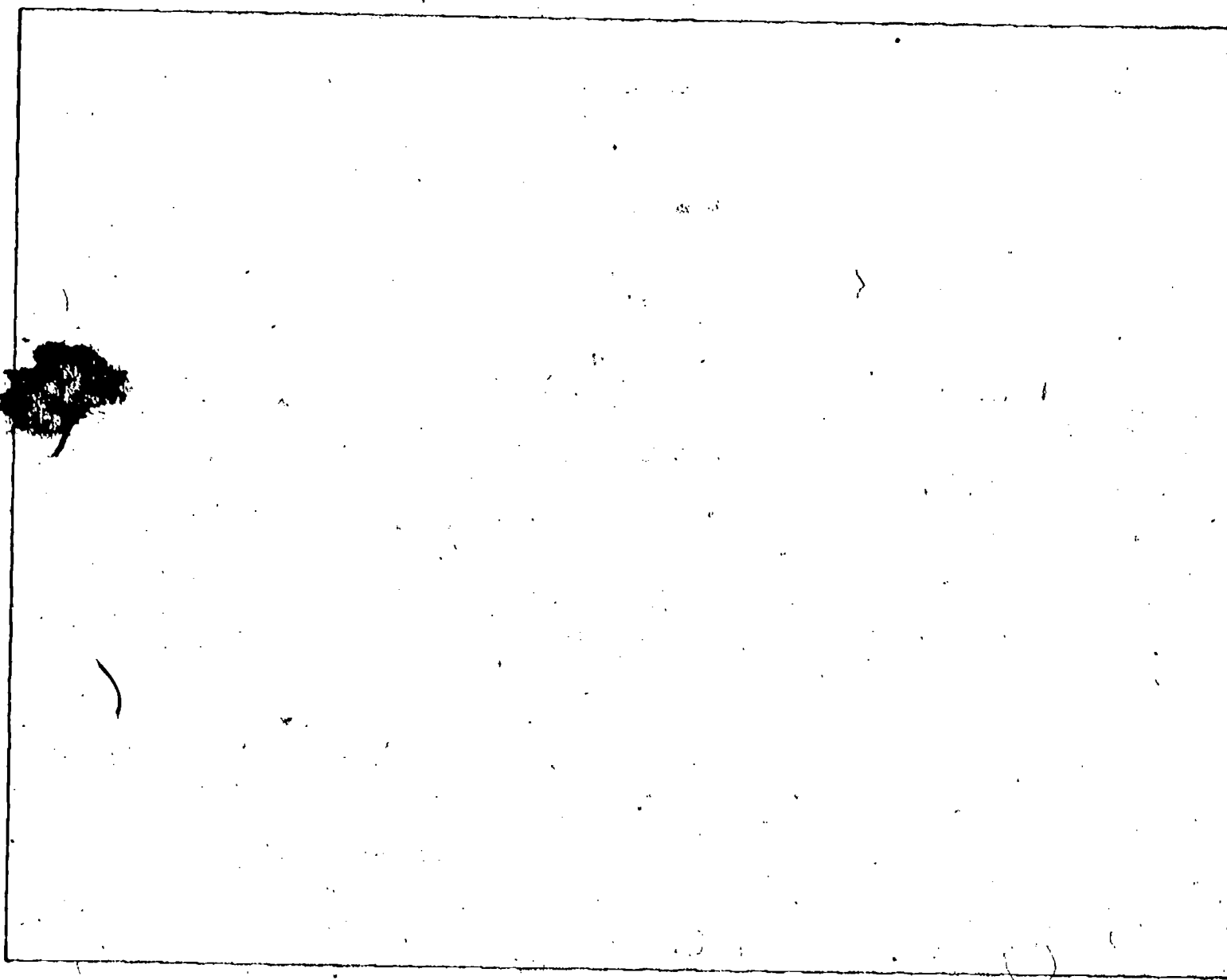


Unit VI

Module 1

Activity 5 (Continued)

FLOOR PLAN OF YOUR CLASSROOM



30

Unit VI

Module 1

ACTIVITY 6

FIELD ACTIVITY: OBSERVING SCHEDULES AND TRANSITIONS AT YOUR CENTER

For this activity, you will have to arrange to observe for one whole morning and one whole afternoon. You may do this on one day, or you may split up your observation time over two days.

For this activity, you will observe to find out:

1. Which activities were done during the day.
2. How much time each activity took.
3. How much time was spent getting from one activity to the next.
4. How the transitions were made from one activity to the next.

Write the things you observe that have to do with Items 1, 2 and 3 on the observation sheet on the next page. Write the things that have to do with how the transitions were made from one activity to the next (Item 4) on the transition record sheet on Page 33. When you have finished observing and writing down what you observe, answer the questions on Page 37.

When you have finished this activity, contact your Field Supervisor and set up a time for her to visit. Have your observation sheets and answers ready for her.

Unit VI

Module 1

Activity 6 (Continued)SCHEDULE FOR THE DAY YOU OBSERVED AT YOUR CENTER

Activity 1 Title: Transition Time: Total Time:	Activity 6 Title: Transition Time: Total Time:	Activity 11 Title: Transition Time: Total Time:
Activity 2 Title: Transition Time: Total Time:	Activity 7 Title: Transition Time: Total Time:	Activity 12 Title: Transition Time: Total Time:
Activity 3 Title: Transition Time: Total Time:	Activity 8 Title: Transition Time: Total Time:	Activity 13 Title: Transition Time: Total Time:
Activity 4 Title: Transition Time: Total Time:	Activity 9 Title: Transition Time: Total Time:	Activity 14 Title: Transition Time: Total Time:
Activity 5 Title: Transition Time: Total Time:	Activity 10 Title: Transition Time: Total Time:	Activity 15 Title: Transition Time: Total Time:

Unit VI

Module 1

Activity 6 (Continued)

TRANSITION RECORD

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Activity 6 (Continued)TRANSITION RECORD

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Unit VI

Module 1

Activity 6 (Continued)

TRANSITION RECORD

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Transition from Activity # to Activity #

How was the transition made?

The transition was made by:

The teacher did or said

The children did

Activity 6 (Continued)TRANSITION RECORD

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Transition from Activity # to Activity # .

How was the transition made?

The transition was made by: _____

The teacher did or said _____

The children did _____

Unit VI

Module 1

Activity 6 (Continued)

Here are some questions about what you observed:

1. DID YOU THINK THE SCHEDULE FOR THE DAY WAS GOOD? _____

2. WOULD YOU MAKE ANY CHANGES IN THE SCHEDULE? IF SO, WHAT
WOULD YOU CHANGE? _____

3. WERE THE ACTIVITIES A GOOD LENGTH FOR THE CHILDREN? WERE
ANY TOO LONG? IF SO, WHICH ACTIVITIES WERE TOO LONG? _____

4. DID YOU THINK THE TRANSITIONS WERE DONE WELL? WOULD YOU
HAVE CHANGED ANY? _____

Look at your answers to your questions. Look at the changes you would make in the schedule. Look at the changes you would make in the length of some of the activities. Look at the changes you would make in the transitions. Now, turn the page and fill in the schedule the way you think it ought to be.

Unit VI

Module 1

Activity 6 (Continued)SCHEDULE CHANGES

SHOW HOW YOU WOULD CHANGE THE SCHEDULE

Activity 1 Title: Transition Time: Total Time:	Activity 6 Title: Transition Time: Total Time:	Activity 11 Title: Transition Time: Total Time:
Activity 2 Title: Transition Time: Total Time:	Activity 7 Title: Transition Time: Total Time:	Activity 12 Title: Transition Time: Total Time:
Activity 3 Title: Transition Time: Total Time:	Activity 8 Title: Transition Time: Total Time:	Activity 13 Title: Transition Time: Total Time:
Activity 4 Title: Transition Time: Total Time:	Activity 9 Title: Transition Time: Total Time:	Activity 14 Title: Transition Time: Total Time:
Activity 5 Title: Transition Time: Total Time:	Activity 10 Title: Transition Time: Total Time:	Activity 15 Title: Transition Time: Total Time:

Unit VI

Module 1

ACTIVITY 7

SUPERVISING CLASSROOM ACTIVITIES

It is your responsibility to watch over all the children in your class. You already know that. It is sometimes difficult to watch over all the children at once. You already know that. To make sure you can watch over most of the children all of the time, you must plan. You must plan where you will be sitting or standing during each activity during the school day. You must plan to sit or stand in a place where you can see all or most of the children.

What if you are playing with one or two children while other children are playing in another part of the room? How can you watch over all the children? There are things you must remember:

1. If you are sitting, do not sit with your back to areas where children are playing. Always sit facing as many children as you can.
2. If you are sitting and playing with one or two children, move your chair so that you can see most of the other children out of the corner of your eye. Every once in a while, look up at the other children just to see what they are up to.
3. If you are standing, stand in a place where you can see all or most of what is going on in the classroom.

ALWAYS PUT YOURSELF IN A PLACE WHERE YOU WILL BE ABLE TO SEE EVERYTHING THAT GOES ON IN YOUR CLASSROOM.

Unit VI

Module 1

Activity 7 (Continued)

You must be able to:

1. watch over the children;
2. know if a child needs help doing something;
3. know if a child needs materials in order to make something;
4. know if a child is doing something that could be dangerous;
5. know if the children are getting along well with each other. You must be able to step in if they are not.

NO MATTER WHAT YOU ARE DOING, YOU MUST BE AWARE OF ALL THESE THINGS.

EXERCISE

For this exercise, you will need the schedule you made in Activity 2.

First, make up a floor plan for your classroom at the center. Use the floor plan sheet on Page 43.

Second, for each activity on your schedule, show where you will be on your floor plan. Show where you will be by putting the number of the activity on the floor plan. Put the number of the activity in the place where you would sit or stand to supervise that activity. For example, if you would stand by the door to supervise the first activity, put the number "1" by the door on your floor plan. If you would sit by the doll corner to supervise the second activity, put a "2" by the doll corner on your floor plan. Put down a number for each activity on your schedule.

Unit VI

Module 1

Activity 7 (Continued)

The numbers 1, 2, 3, 4, and 5 are written on the example of a floor plan on Page 42.

The number 1 shows where the teacher would be to supervise the FIRST activity.

The number 2 shows where the teacher would be to supervise the SECOND activity.

The number 3 shows where the teacher would be to supervise the THIRD activity.

The number 4 shows where the teacher would be to supervise the FOURTH activity.

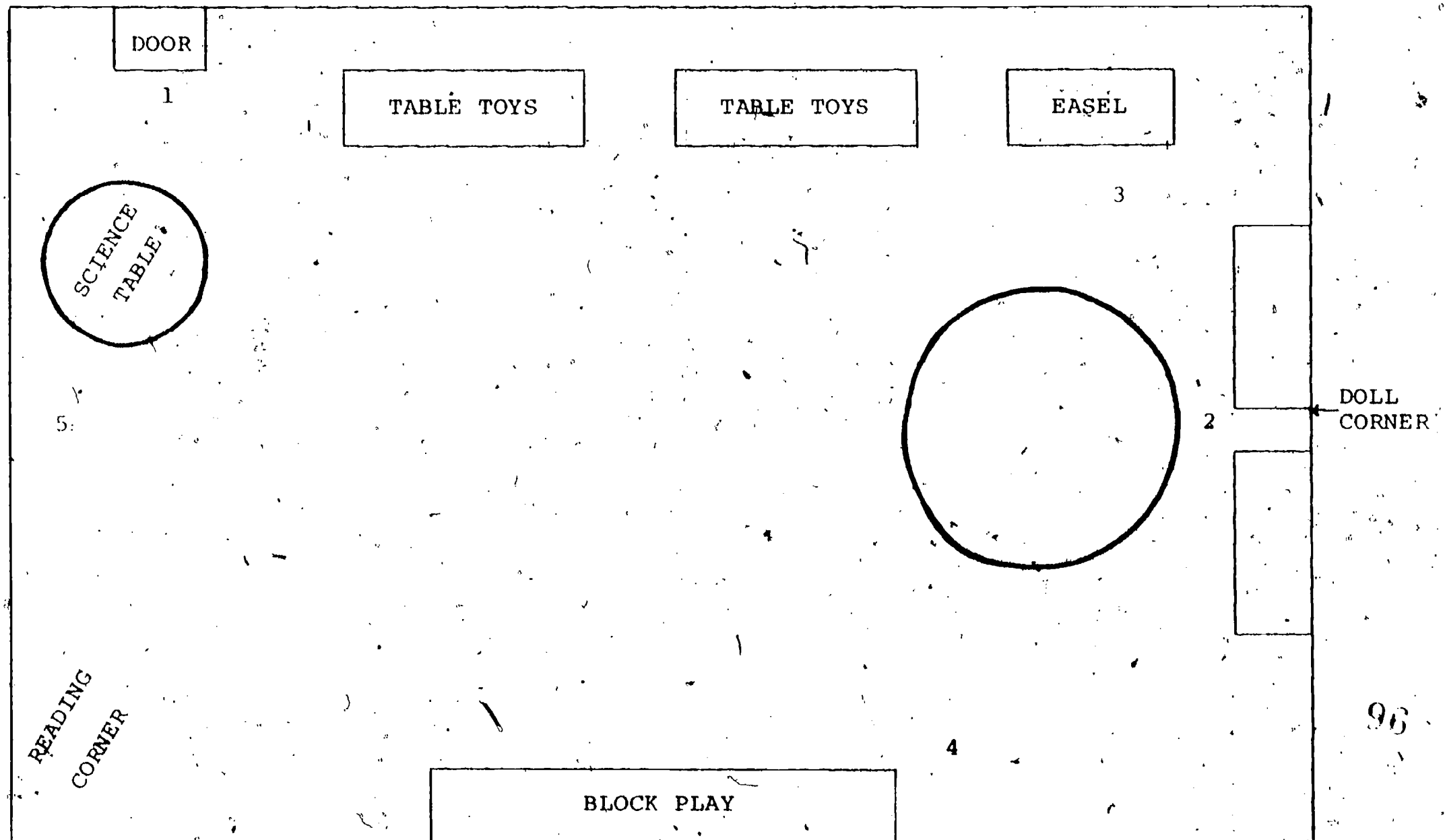
The number 5 shows where the teacher would be to supervise the FIFTH activity.

Since you have more than five activities, you will have more than five numbers on your floor plan. Where you put the number on the floor plan shows where you would be standing to supervise the activity.

After you have done that, turn to Page 44.

Activity 7 (Continued)

EXAMPLE: FLOOR PLAN OF YOUR CLASSROOM

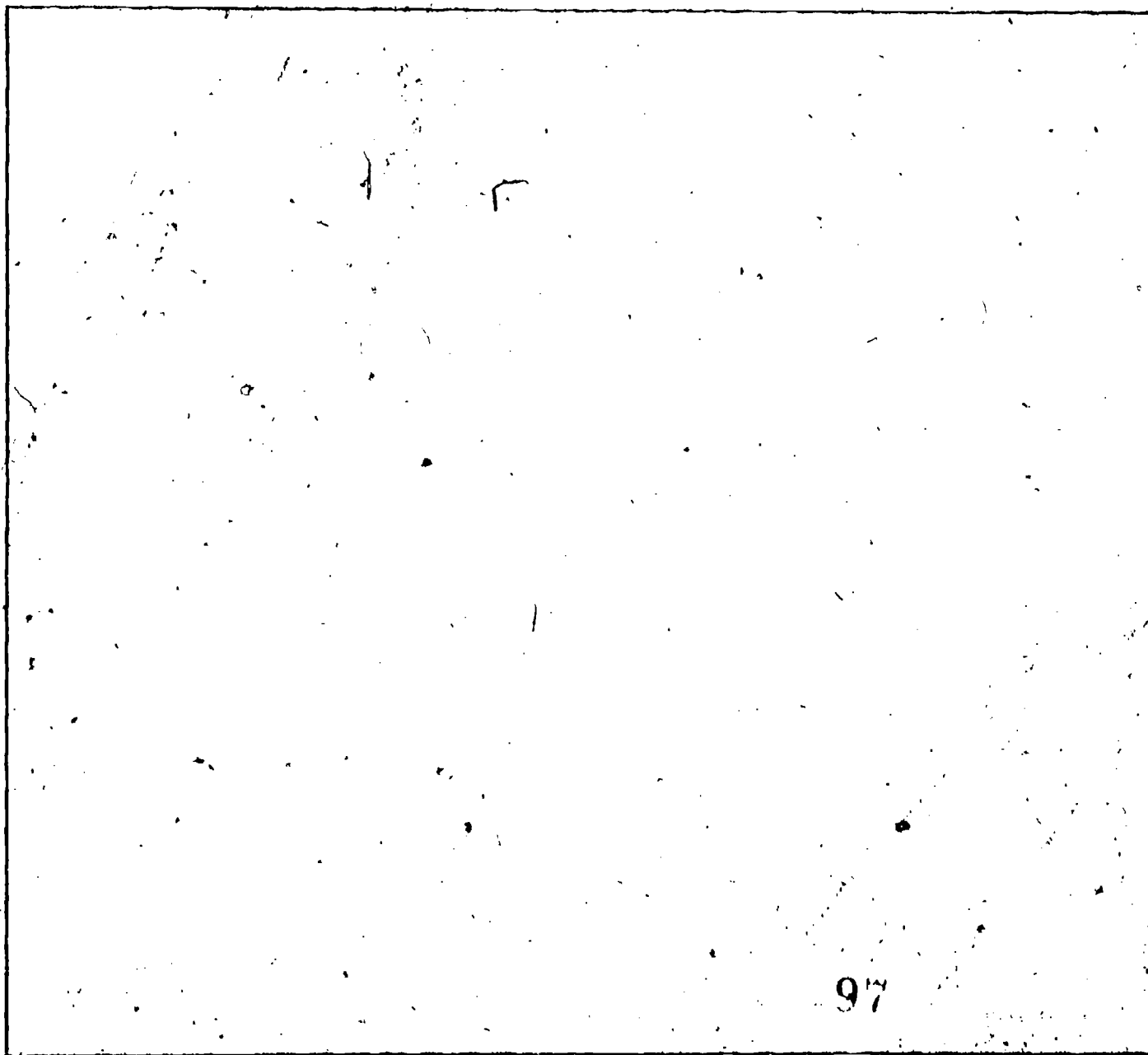


Unit VI

Module 1

Activity 7 (Continued)

FLOOR PLAN FOR YOUR CLASSROOM



Unit VI

Module 1

Activity 7 (Continued)

Now, for each number on your floor plan, write in the correct space below:

- . Why you think that would be a good place for you to be.
- . What parts of the room you would be able to see from that place.
- . What parts of the room you would not be able to see from that place.
- . What you would do to supervise any children you could not see.

When you have finished, show your work to the Resource Person. If she says it is okay, go on to the next activity.

Activity 1:

I think this is a good place for me to supervise the first activity because _____

Activity 2:

I think this is a good place for me to supervise the second activity because _____

Activity 3:

I think this is a good place for me to supervise the third activity because _____

Activity 7 (Continued)

Activity 4:

I think this is a good place for me to supervise the fourth activity because _____

Activity 5:

I think this is a good place for me to supervise the fifth activity because _____

Activity 6:

I think this is a good place for me to supervise the sixth activity because _____

Activity 7:

I think this is a good place for me to supervise the seventh activity because _____

Activity 8:

I think this is a good place for me to supervise the eighth activity because _____

Unit VI

Module 1

Activity 7 (Continued)

Activity 9:

I think this is a good place for me to supervise the ninth activity because _____

Activity 10:

I think this is a good place for me to supervise the tenth activity because _____

Activity 11:

I think this is a good place for me to supervise the eleventh activity because _____

Activity 12:

I think this is a good place for me to supervise the twelfth activity because _____

Activity 13:

I think this is a good place for me to supervise the thirteenth activity because _____

Unit VI

Module 1

Activity 7 (Continued)

Activity 14:

I think this is a good place for me to supervise the fourteenth activity because _____

Activity 15:

I think this is a good place for me to supervise the fifteenth activity because _____

ACTIVITY 8

MAKING YOUR SCHEDULE FLEXIBLE

There will be times when you will not be able to follow your schedule. Even if you have made good plans, you will not be able to use them if something unusual happens.

For example, if a parent brings a new baby into the classroom, the children will get excited. If they are excited, you can not ask them to go on doing things as if nothing unusual has taken place. They will have trouble calming down by themselves. You must be able to change your plans right away. You must change your plans according to what is going on in your classroom.

If, for example, a parent brings a new baby into your classroom, what are some things you could do?

- . You could have all the children gather together and have a discussion about new babies.
- . You could have all the children draw pictures of a new baby.
- . You could have all the children make presents for the new baby.
- . You could read a story about new babies.

There are many things you could do. You have to use your imagination. There is no way to plan for things that are unusual.

Unit VI

Module 1

Activity 8 (Continued)

EXERCISE

For this exercise, you will need the schedule you made in Activity 2. Turn to Page 50 and write down which activities on your schedule you would change and how you would change them if a parent came to school with a puppy they had just gotten at 9:30 a.m.

When you have finished, show your work to your Resource Person.

SUMMARY

If something unusual happens, you have to change your schedule because:

1. The children will be excited. You can not force them to pay attention to the normal schedule if they are too excited.
2. You want to help the children deal with the new thing in your class. You do this by incorporating the new thing into activities you have already scheduled.
3. New and unusual things provide a learning opportunity, you should not pass up. The children will be excited. If you can direct their excitement towards learning, you will be doing a good job as a teacher.

Unit VI

Module 1

Activity 8 (Continued)

I would change Activity # , , and because _____

I would have the following activities instead: _____

I would keep the activities below but I would use the following activities instead:

Activities I would keep

Activities during that time

ACTIVITY 9PLANNING FOR SPECIAL OCCASIONS

There will be times when your normal schedule for the school day will not be good. If something unusual is happening in the community, or if some holiday is coming up, you may have to change your schedule. The children will be too excited to follow the normal schedule.

For example, if there is a holiday coming up, the children will be excited about the holiday. You will have to change your activities. But since you know about the holiday in advance, you can plan a new schedule.

If it were almost time for Halloween, the children would be excited about the holiday coming up. You would have to plan activities around the holiday. You might:

1. Have the children make Halloween decorations.
2. Read stories about Halloween.
3. Have a Halloween party.
4. Have the children draw pictures about Halloween.

There are many things you could do.

EXERCISE

Pretend that you have heard there is a circus coming to town. The center where you work is planning to take all the children to the circus. The children are all excited about going to the circus.

Unit VI

Module 1

Activity 9 (Continued)

Make a schedule for a school day (like the one you made in Activity 2) that will help the children use their excitement to learn about the circus. Make the schedule the same way you made the schedule in Activity 2. Tell how much time each activity will take. Tell how much time you will leave for transition from one activity to another.

When you have finished, show your schedule to your Resource Person.

NOTE

It is your responsibility to know if there is something special going on in the school or in the community. If, for example, there is going to be a carnival at a church nearby, you should know about it. You should know about any special event so you can plan your activities around it.

Unit VI

Module 1

ACTIVITY 10

MASTERY

For this activity, you will be asked to show mastery of the skills taught in this module. You will be observed by your Field Supervisor for one morning. Your Field Supervisor will look for:

1. How you carry out your schedule for the morning.
2. How you make transitions from one activity to another.
3. How you supervise activities in your classroom.
4. How you make rules with the children (if a rule-making situation comes up).
5. How flexible you are with your schedule (if something unusual happens).

INSTRUCTIONS

1. Make up a schedule for a morning of teaching (like the schedule you made up in Activity 2). Show how much time each activity will take. Show how much time you will leave for transition from one activity to another. Make a copy of your schedule and give it to your Field Supervisor at least one week before you are observed.
2. If you think it will help you, make up a floor plan of your classroom (like you did in Activity 7). Show on the floor plan where you will be for each activity. Pick out the place where you can best supervise the children. You do not have to give this floor plan to your Field Supervisor. The floor plan is meant to help you.

Unit VI

Module 1

Activity 10 (Continued)

3. Read over Activities 3 and 4 again. These activities teach you how to make rules. Remember, rules are made to help children. They are not made to punish children.
4. Remember what you learned about being flexible. (Activity 8). Your Field Supervisor might come into your classroom with a surprise. Then again, your Field Supervisor might come into your classroom with no surprise at all. You never know until it happens.
5. Contact your Field Supervisor and set up a time to be observed.

Unit VI

Module 1

PROBLEM SOLVING

Special Event

As a teacher, you have been working with the children on a unit on transportation. You have planned to have a story on trucks, an art activity on making a book about planes, and for music you planned to sing some songs about busses, trucks, etc. Your day is all laid out and you are waiting for the children to get to school. All of a sudden the children start running into the classroom. They are all excited and tell you about the fair that is starting tomorrow at the playground. There will be food, rides, booths and a band. Everybody is going to be there. They can not stop talking and certainly are not ready to think about transportation.

- . What should you do first to settle the children down?
- . How can you change your plans for the day to include their excitement about the fair?
- . What would you do for art?
- . What would you do for music?
- . What would you do for story time?
- . Could you and the children plan a fair for the other classes? How? What would you do?

Unexpected Event

It is free play time early in the morning. Lionel and Deryck are pushing the trucks in and out of a "garage" under a table. Deryck backs out of the table and goes to stand up and bangs his head on the corner of the table. He starts to scream and

Unit VI

Module 1

Problem Solving (Continued)

grab his face. He is bleeding a lot. Lionel starts to scream and run away. You run over to Deryck and see that he has been badly hurt. You ask the other teacher to take Deryck out of the room and handle him. Your job is to take care of the rest of the children and help them deal with their fears, their concerns, and their questions.

- . What should you do first? (Talk to the children about what happened.)
- . What changes can you make in your daily schedule that will help the children work out their concerns?
- . What would you do during the rest of free play time? (Let them play doctor, nurse, etc.)
- . What would you do at story time? (Read a story about getting hurt.)
- . What would you do at circle time? (Talk about avoiding accidents.)
- . What would you do for an art activity? (Make a card for Deryck.)

Transitions

It is Marie's birthday. Her mother is bringing cup cakes and ice cream for snack time. The children are very excited. You have planned to have the party at 10:30. Marie's mother arrives at 10:00 with all the goodies and two sisters. The children are finger painting and when Marie's mommy comes in, they stop what they are doing and run over to her. Their hands are full of paint, the room is a mess and all they want is to start the party.

Unit VI

Module 1

Problem Solving (Continued)

- . Should you make them go back to playing and wait until 10:30? Why?
- . Should you call them together and decide what you should do next? Why?
- . How can you clean up the room, get the children toileted, and set the tables up for the party?
- . Who will do the cleaning up?
- . Who will do the toileting?
- . Who will set up the tables?
- . How can you have the children involved in the transitional activities?